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| **Essential Understandings** | * Writers offer and support opinions, demonstrate understanding of content areas, and convey real and imagined experiences and events through purposeful writing. |
| **Essential**  **Questions** | * What are the various purposes of writing and how do they differ? * What are the structures and organizations specific to each genre? * How does information gathered strengthen writing? |
| **Essential Knowledge** | * There are structures and organizations specific to different types of genres. * Writing has different purposes. * Opinion pieces support a point a point of view with reasons and information. * Informational pieces examine a topic and convey ideas and information clearly. * Narrative pieces develop real or imagined experiences. * Information and evidence can be gathered to strengthen a piece of writing. |
| **Vocabulary/Content** | * claim, argument, main idea, purpose, , argument, evidence, supporting details, transitions, analysis, opposing view, informational, explanatory, conclusion, research, fact, perspective, point of view, bias, credible sources, narrative, fiction, non-fiction, dialogue, sensory details, voice, scene, setting, plot, character, characterization, conflict, solution |
| **Essential**  **Skills** | * Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. * Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. * Draw evidence from literary or informational texts to support analysis, reflection, and research.   Opinion Writing:   * Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. * Provide logically ordered reasons that are supported by facts and details * Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). * Provide a concluding statement or section related to the opinion presented.   Information/Explanatory Writing:   * Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. * Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. * Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). * Use precise language and domain-specific vocabulary to inform or explain the topic. * Provide a concluding statement or section related to the information or explanation presented.   Narrative*:*   * Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. * Using narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. * Use a variety of transitional words, phrases, and clauses to manage the sequence of events. * Use concrete words and phrases and sensory details to convey experiences and events precisely. * Provide a conclusion that follows from the narrated experiences or events. |
| **Related**  **Maine Learning Results** | Writing- Grade 5   * W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 2. Provide logically ordered reasons that are supported by facts and details. 3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 4. Provide a concluding statement or section related to the opinion presented.  * W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  1. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 4. Use precise language and domain-specific vocabulary to inform or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented.  * W.5.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.  1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Using narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events.   W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 5 Reading standards to literature.  b. Apply grade 5 Reading standards to informational text. |
| **Sample Lessons and Activities** | Different purposes of writing (writing styles)  Using quotes and evidence from a text to strengthen an argument  Citing sources  Research reports integrated with social studies and science units  Persuasive report  Writing evidence based on observation and activity |
| **Sample**  **Classroom**  **Assessment**  **Methods** | Common Writing Prompt and Rubric Grade 5  Persuasive paper  Student-teacher conferences  Constructed response |
| **Sample**  **Resources** | * Units of Study Writing, by Lucy Calkins   Scholastic News  Storyworks |